DOCUMENT RESUME

ED 058 109 SO 001 716

AUTHOR Booth, David
TITLE Sociology and the Community College: New Career Perspectives for Community College Sociologists.
PUB DATE 31 Aug 71
NOTE 28p.; Paper presented at the Annual Meeting, American Sociological Association, Denver, Colorado, 1971
AVAILABLE FROM Department of Sociology-Anthropology, University of Windsor, Windsor 11, Ontario, Canada (Xerography, $1.50)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS College Administration; *Community Colleges; Graduate Study; Higher Education; *Improvement Programs; Inservice Programs; *Intercollegiate Programs; Peer Teaching; Preservice Education; Professional Associations; *Professional Education; Professors; Program Proposals; *Sociology; Teacher Education; Teacher Improvement
IDENTIFIERS American Sociological Association

ABSTRACT

Community college sociologists are unnecessarily isolated from the profession. Their careers will be enriched and the quality of sociological education will be improved, if a network of them is created. Funds could be raised to provide intensive summer workshops that generate the expertise and colleagueship to establish a community of innovators. The network could develop an active person- to-person continuing education program, plus a series of monographs and media to individualize faculty learning. The development of the network is mainly up to the community college sociologists, however, the American Sociological Association could strengthen the experimental sector of the community college movement by working with it to prepare teachers, deans of instruction, and institutional research workers. Research and development programs can be developed between graduate sociology departments and collaborating faculty and institutional research workers in community colleges. To develop academic and political support for improvement in social science education, the profession needs a Section on Teaching which could initiate independent activity to improve sociological education through better channels of communication, by initiating research, and by organizing to obtain new resources. (Author/DJB)

ED 058109

SP 001 716

Seminar Session 5
August 31, Tuesday

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SOCIOLOGY AND THE COMMUNITY COLLEGE: NEW CAREER PERSPECTIVES FOR COMMUNITY COLLEGE SOCIOLOGISTS

A Proposal to Establish a Network of Community College Sociologists, New Graduate Programs to Prepare Community College Faculty and Researchers, and a Section on Teaching in the Profession

DAVID BOOTH
University of Windsor
Windsor, Ontario
Canada

Paper presented at the
1971 Annual Meeting of the
American Sociological Association

Not for reproduction,
quotation, or any other
use without permission
of the author, except
for press use after
August 31, 1971.

INTRODUCTION

Now that the seminar has examined existing relations between sociology and community colleges, my task is to suggest action by the profession to improve sociological education in community colleges in a fashion that generates new incentives and resources for community college sociologists and for community colleges which are open to experimentation and research in education and governance. The ideas and program which follow have been presented in abbreviated form in a 1970 paper given at our last annual meeting in Washington, D. C. (Booth, 1970). The analysis and program presented today builds on and expands these ideas for your critical review.

I ask your consideration of the following proposals to establish:[1]

- A network of community college sociologists, affiliated with the profession, but functionally autonomous, to encourage community college sociologists to establish their own system of peer learning as a functional alternative to career advancement through university degree programs;

- Graduate sociology programs with specialties in community college education and research correlated with internships and future employment in experimental community colleges;

- A Section on Teaching in the profession that would provide incentives for peer learning and individualized learning systems for all sociologists.

The assumptions and logic behind these proposals for action by the profession follow.

ASSUMPTIONS

(1) Undergraduate Enrollments in Community Colleges are Too Large to Ignore.

Approximately one in three freshman in the United States now enrolls in a community college. Canada is developing its community college system and

will soon enroll a growing proportion of its undergraduates in community colleges.[2] Since most community college students do not transfer to a four year college, their only exposure to academic sociology comes from the course or courses taken in a community college.

(2) Despite its Community Control, Many Students can Acquire Competence in Sociology in the Community College.

There is greater differentiation among community colleges in cultural affluence, technological specialization, and transfer emphasis than most of us realize (Richards, Rand, and Rand, 1965). Although junior college students are on the average less introspective, and more authoritarian than students enrolling in four year colleges and universities, there is a substantial minority who have comparable intellectual and cultural interests to those who attend four year colleges and universities (Trent and Medsker, 1968, p. 27). Many community college students are open to sociological learning. Robert Angell, who directed sociology's high school program, tells me that sociology is now taught in a liberal and intellectually respectable fasion in many high schools. If this is the case in the high school, where community controls tend to be tight we should be equally successful in community colleges, especially those larger districts which by their size or through state support are able to buffer parochial local influences.

(3) Support for Experimentation and Innovation in the Teaching of Undergraduate Sociology is More Likely in the Community College Than in Four Year Colleges and Universities.

When we meet this August, Ted Bradshaw and Joseph Zelan may have data from the Carnegie Study of Higher Education that can support or contradict this assumption. Although I do not have hard data to support this assumption, I believe it to be true, especially in community colleges where administrators demonstrate their concern with effective teaching through action to assist faculty innovate,[3] or show through salary incentives that good teaching counts.[4]

In the occupational sector of the community college, graduates have to be competent. The community participates in the design of the occupational curriculum and can exercise negative sanctions on the college if its graduates are incompetent. Thus, concern for curricular effectiveness is legitimate in the community college.

In the arts and science sector, there is tremendous social pressure to develop educational systems that educate minority students (Moore, 1970). These external pressures, and the internal ideology of the community college movement that assumes that it does a better job of teaching than four year colleges and universities, should produce a supportive environment to test new approaches to the teaching of sociology. Certainly, the profession as a whole is not dissatisfied with the Introductory Course or undergraduate education (Bates, 1971). Resources invested in assisting community college sociologists strengthen sociological education should have greater payoffs than comparable resource investments in four year colleges and universities.

(4) Collaboration Will Require Respect for the Distinctive Functions and Autonomy of Community College Faculties.

As we develop a dialogue with community college sociologists, we should remember that community colleges have only recently gained freedom from high schools and demonstrated the need to replace university branches with separate and autonomous community college districts. Community college faculties and administrators are well aware of their second class status in higher education as the custodians of high risk students. To maintain and develop their self-esteem, and to counter the negative image which develops among four year college and university faculties and administrators, they are conscious of their own distinctive functions and above all, the need for functional autonomy.

The sense of oppression which community college people develop through the

years of battling for autonomy, for accreditation of their colleges and transfer courses, leads them to be deeply suspicious of four year college and university faculty and administrators. They generally are more comfortable working with peers in community colleges and will speak freely in meetings with faculty and administrators from four year colleges and universities only when they feel that their experience is respected. I have seen community college administrators sit in silence in meetings where they had greater expertise than colleagues from four year colleges and universities. Similar status tensions between community college sociologists and sociologists in four year colleges and universities should be expected.

If this reasoning is sound, there will be little persistent action to improve the sociological curriculum in community colleges if the source of change comes primarily from four year colleges and universities. The stimulus for action should come from a network of community college sociologists who combine competencies and interests in sociology with competencies and interests in community college education. The proposal to establish this network appears on pages 13-18 of this paper.

FUNCTIONAL INTERDEPENDENCIES

Although community college sociologists, educators, and administrators prize their autonomy, functional interdependencies between community college sociologists and sociologists in other institutions limit this autonomy.

Community colleges depend on the universities, four year colleges, and liberal arts colleges for the education and certification of teachers, for

accreditation, and for acceptance of transfer credit. The community college usually is functionally dependent on the graduate school, much as it would like to perceive itself as autonomous. The M. A. is the accepted badge of competence for sociology teaching today (Medsker, 1960, p. 171). When Oakland Community College in Michigan first opened with a differentiated system of divided responsibility between curriculum developers and tutors with B. A. degrees, it did not believe that the accreditation team would accredit it if tutors did not have M. A. degrees. Result: it gave up its concept of student tutors with B. A.'s, who had sufficient empathy with students to be helpful with the problems that bugged them, but not sufficient education to be over-trained for community college teaching.

The design and scope of the curriculum is influenced, too, by transfer requirements for students who ask that a sociology course be credited toward a four year degree. Most community colleges offer courses in sociology in Introductory Sociology, Social Problems, and The Family. These are core courses for undergraduates in four year colleges and universities. But they may not be the best courses for a community college sociology faculty if our objective is to contribute to the education of both faculty and students, nor contribute to the general education of community college students. William Shannon, Associate Director of the American Association of Junior Colleges, tells me that an AAJC project found that relatively few community colleges were making good use of the community as a laboratory for education. We, in sociology, should be including a course in Urban Sociology in the community college if the college is to play a creative role in contributing to planned social change in the community. Yet, when I asked a colleague at Oakland Community College whether or not his branch would offer a course in Urban, he said that they'd like to, but felt constrained by competition from surrounding

universities which felt that this was "their" course. If the university determines what courses are accepted for transfer credits, it has effective control of the curriculum in the community college.

If the community college, and its sociological curriculum, is to play an active role in stimulating social change, then it must have a curriculum which provides a course sequence which sometimes parallels that of the university but at other times replaces university courses in sociology with others of particular value to its clientele. Faculty who have less than an M. A. degree may teach some courses, and faculty with M. A.'s or Ph. D.'s may teach other courses. To resolve these issues in a way that recognizes the autonomy of the community college, as an agent for educational and community development, not simply as a colonial appendage of the university, requires support within sociology for experimentation in the teaching and staffing of sociology courses.

Those of us who teach outside community colleges stand to gain, too, by collaboration with community college sociologists. The short term gain will come when community college transfer students, who comprise a large proportion of upper class courses, come to us with good preparation in sociology. The long term gain will come in more intangible outcomes. Perhaps the most direct will be the recruitment to sociology of able students who will contribute to the development of the profession. The future development of the profession

requires support by the public for behavioral science. Today, this support is threatened by working-class and lower-middle class rejection of the academic professions. If we do our job in the community college, we will increase our support and understanding in the working classes and lower-middle classes. We will reach influentials in these classes who can buffer the anti-intellectualism that feeds anti-research interests in legislatures. If we act to strengthen undergraduate education in the community college, supporting efforts to increase unit costs where necessary to provide more organizational slack, we will protect our interests in the university when program budgeting develops to the point that legislators can tease out the unit costs of undergraduate education in community colleges and other institutions. Instead of delighting in our relative affluence and options for autonomy relative to the community college, we should realize that the legislature will try to fund at the lowest possible resource level. If we isolate the community college sociologist, and permit his or her status to deteriorate, we will discover that the legislature insists that this should be our status, too.

NEW MODELS FOR COMMUNITY COLLEGE INSTRUCTION AND ORGANIZATION

Support from Foundations. The foundations, pressing for educational reform with little success in established colleges and universities, saw the community college as a new institution with the potential for basic change to improve educational delivery systems. Its populist, anti-meritocratic philosophy (Riesman, 1968) fostered a more pluralistic system of higher education. But the giant task of moving from ideology to practice would require a core of administrators who understand the history, structure, and dynamics of higher education and have a coherent philosophy of their own. The Kellogg Foundation,

with its mandate to fund activities that utilize knowledge, invested over $1,500,000 to establish graduate programs for future community college administrators. Major universities[5] received funding to establish fellowships for future community college administrators. Funding was sufficient so that prospective administrators could earn the Ed. D. by full time study. Faculty in Community College Leadership Training Programs for Administrators were often asked to help select new community colleges presidents. Thus, the Kellogg effort to develop expertise in administration led to the training and placement of future community college administrators. These activities to strengthen administration in community colleges were complemented by Danforth funds to assist new community colleges make decisions on governance and education, Kettering support for a League for Innovation, and Carnegie support for basic studies of the community college.

The foundations would not have invested funds in community college programs unless they felt that its marginal or interstitial position in higher education would give it the freedom to develop new educational and organizational systems. The U.C.L.A. Program is best known for its emphasis on goal-oriented data-based individualized approaches to teaching and learning. The Berekeley Program is best known for its emphasis on organizational change. Each of these programs represents an embryonic social movement within the community colleges that is research-based and reflects foundation interests in putting the community college ideology to work.

Professionalizing Teaching

Perhaps the best known proponent of new models for teaching and learning in the community college is Arthur Cohen of U.C.L.A. (Cohen, 1969). He assumes that all students can master materials if there is a clear definition of educational objective and if learning experiences are organized so that

students can move toward these objectives at their own pace. The teacher is not considered to be the sole dispenser of knowldge, but ideally, the manager of a learning system which includes other media and fellow students. If students fail, this does not necessarily mean that the student is lazy or uneducatable. A learning system is developed so that failure leads to new learning options using different media. If a student is willing to invest the time, has the proper motivation, Cohen and his associates assume that learning will occur.

Note the shift in the concept of teaching from a single skill or art to core tasks that require special competence: to plan, implement, and evaluate, and finally revise effective instructional systems. This approach has a high intellectual content and is research oriented. Cohen has studied the characteristics of successful teachers and has been instrumental in establishing an ERIC Research Center for community colleges at U.C.L.A.

Cohen's concepts are applied in several community college districts to individualize education: in the St. Louis College District, and Miami-Dade, to mention a few. For sociology, this perspective suggests the possibility of combining competence in sociology with special expertise in education. The teaching function can develop professional status through greater specialization and role differentiation. Sociology faculty could concentrate on specialized functions which require technical training. Some of the work could be performed by para-professionals who come from the community and have the cultural background which permits them to stimulate motivation for learning among minority ethnic and racial students. The design of learning systems in sociology would require competence in sociology, in the individuation of learning, in the design of curricula that used multi-media, and in the evaluation of learning outcomes. It would permit career development as

sociologists developed more specialized sociological competencies or as they became more competent in the design and evaluation of learning systems for particular types of students. We will return to this topic later when we suggest links between experimental community colleges and graduate sociology departments that offer M. A. programs to students to prepare for careers in community colleges.

Adaptive Change in Organization

As we develop a more differentiated role structure for teachers, or put into practice new approaches to teaching that requires the coordination of individuals and units, the need for organizational change becomes self-evident.

Dale Tillery and his associates at Berkeley specialize in assisting community colleges explore new approaches to organization that create a better fit between organizational function and structure. I have worked with Dale on a workshop for faculty and administrators in Phoenix, Arizona, and am impressed with the influence he exerts, in collaboration with local faculty and administrators, to open up new thinking and action to de-bureacratize community college governance. A major thrust of Dale's activities, which I hope he will have time to discuss with us today, is an emphasis on organization without traditional academic departments. Dale and his associates at the Center for Research and Development in Higher Education at Berkeley are in a position to help colleges begin research studies that provide guidelines for organizational development. Some of you here may have a chance to talk with Dale at the seminar or afterwards about the possibility of developing collaborative research programs with community colleges in your area. Your graduate programs might encourage students to begin Master's theses which lead to future positions as Institutional Research Officers in community colleges. Tillery's work focusses on specific changes in structure that make for an environment in which

education is enhanced.

An approach which combines emphasis on instructional innovation with organizational change has been developed by John Roueche at the Educational Laboratory of the Carolinas. Community college presidents agreed to give faculty reduced time to learn how to individualize instruction using a systems approach. When faculty return to their colleges, representatives of the Laboratory work with them and with other faculty and administrators to support adaptive change throughout the organiation which are necessary if a faculty member is to make a fundamental change in a single course. Once this course has been successfully modified, the Laboratory works with the faculty member, with the support of his college, to teach other faculty how to individualize instruction. Meanwhile, the Lab works with college administrators to encourage them to adopt incentive pay systems that reward faculty who develop and modify goal-based instructional systems which improve student learning competencies.

A PROGRAM FOR SOCIOLOGY

A coalition of foundations, university professors, and community college administrators has established a core of community colleges that are working to translate the ideology of the community college movement into practice. This movement has the potential to wed a populist philosophy of education to a concept of the community college that combines service and community renewal, growing emphases on social change, and educational reform.

The missing link is support from the academic professions to wed knowledge and intellect to a coalition that already has a focus on service, action and educational reform. When the chips are down, the community college will be affected more by actions of deans and faculty than the ideology of presidents. This link can be closed in sociology through three related activities: (1) the establishment of a network of community college sociologists to develop a continuing education program for community college sociologists; (2) the strengthening and establishment of graduate programs to educate future community college faculty and research workers for employment in experimental colleges; and (3) the establishment of a Section on Teaching in the profession.

Proposal 1: Establish a Network of Community College Sociologists

Functions: A network of community college sociologists would reduce the isolation of community college sociologists and provide options for continuing education within driving distance of those in urban areas. Since travel budgets are low, we need an outreach program that takes into account competing pressures, and permits community college sociologists who have special competencies to share their experiences with others. The network would complement formal institutes and workshops now available and university courses. These now provide incentives for those who are young, have come close to a promotion but need further credentials for promotion, or are poorly paid (Tagliacozzo and Ima). We need a self-developed continuing education program, comparable in some respects to the nursing continuing education program adopted by WICHE and led by Jo Elliott, which identifies a range of career specialties and provides opportunities for career development that need not lead to institutional mobility. The network would, however, give visibility to those who are aboviously competent and make their position more secure.

Organization and Activities

Step 1: Test interest through dinners and one-day meetings in late fall and winter, 1972.

Invite community college sociologists in North America to area-wide planning meetings to see whether or not there is a need for such a network and if there is, to make plans for supper or one-day meetings this fall and winter. Participants at this seminar may decide to (a) call short planning meetings of community college sociologists when we return and (b) test interest in sponsoring dinners or one day meetings following these planning meetings. Planning meetings to test interest in follow-up activities would be held by

November 1, 1971.

If there is sufficient interest, follow-up activities would be scheduled in November, December of 1971 and January, 1972. Suggested activities:

- Seminars led by a community college sociologist discussing new approaches to the teaching of a particular course;

- Seminars for new faculty who will be teaching sociology for the first time in a community college;

- Seminars on distinctive approaches to the teaching of sociology (e.g., laboratory, simulation, tutorial using student groups to improve understandings) with a local sociologist who has developed and tested this approach;

- Review of the high school program in sociology with local high school teachers and perhaps James Eckenrod or Bob Angell from Sociological Resources for the Social Studies. The discussion might consider options for integrating sociological learning in high schools and community colleges.

- Regional meetings at which government officials discuss grant priorities for the coming year and help community college faculty prepare grant proposals.

By January, 1972, from 5-15 seminars could be held through the initiative of participants at this seminar and other interested sociologists. Meetings would be self-supporting through fees that paid for food and out-of-pocket costs for speakers. At these meetings, participants would elect representatives to organize and coordinate activities in the future.

Step 2: Activities in 1972-1975 that train a teaching network of faculty and produce individualized learning systems for faculty.

(a) Train a teaching network.

If our network of community college sociologists is to be productive, it must provide incentives for intense work by sociologists to improve their courses, and provide leadership in encouraging other sociologists to do the same. A successful model to achieve this objective was established by the Union for Research and Experimentation in Higher Education when it (1) obtained

funds for a summer workshop for faculty who wanted to plan a significant educational innovation in summer which would be put into practice the following fall; (2) brought faculty together the following summer to assess progress and analyze factors buffering the implementation of innovation.

A network of sociologists might apply this model by recruiting a core of faculty who first demonstrate their competence in improving sociological education through work that begins in a summer workshop, and act as leaders of comparable workshops the following summer. These individuals could develop the comaradarie and commitment that would provide the thrust for network activities. To secure support for this plan, if it appears to worth developing, we should begin immediately writing a grant proposal specifying who can attend workshops, who will act as consultants, the content and outcomes of the workshop, and action to make workshop participants leaders in future regional workshops. If we begin serious work on this proposal now, and it secures the support of the profession and community college sociologists, we should be in a position to submit it to private foundations next spring or to the Office of Education by August 1, 1972.

Suggested schedule for developing this proposal:

Developing and writing proposal: September-January, 1972.

Action to secure funding: January, 1972-August, 1972.

If funded, invitations to faculty to apply would be circulated.

An investment of approximately $25,000 would permit a workshop for 25 sociologists in the summer of 1973 that would result in significant changes in 20 sociology classes in 1973-1974.

Grant proposals for EPDA workshops in five areas would be submitted to the Office of Education August 1, 1973. If funded, they would give participants in the 1973 workshop options for leadership in regional workshops to be offered in 1974. Out of 25 participants in the 1973 workshop, 15 might provide leadership in the 1974 workshops. If funds are available,

> we could prepare 125 sociologists in the summer of 1974 to make significant improvements in their teaching of sociology.

If you feel these proposals are valid, and would help develop them and secure funding for them, please advise.

(b) Individualized learning systems for faculty.

Many community college sociologists will be unable or willing to attend formal meetings of the network, yet have specific problems or questions that could be resolved through selective use of monographs or media developed by the network. This will be especially true for the historian or political scientist who is asked to teach sociology for the first time. Sociologists in isolated community colleges such as we find in the west and south in the United States need individualized learning materials. They can attend few meetings.

Once the network has organized the person-person learning community which has been outlined in section a, we should know where the sociologists are in community colleges who are active, be familiar with their questions, and be prepared to commission monographs that provide guidelines for improving sociological education. By 1974 we should be in a position to commission a basic monograph on the teaching of sociology in community colleges. This basic monograph could be followed by individual monographs to assist faculty who teach a specific course. Faculty who teach high school history may request comparable monographs for the teaching of history from a Service Center in Washington, D. C. that was initially funded by the Ford Foundation. We could develop an analagous center for sociology with an emphasis on the teaching of sociology in the community college.

Step 3: Role development.

What can we do to make the career of the community college sociologist richer by providing more continuity between courses? Could we not enrich the role of the community college sociologist by encouraging specialization in education of particular client groups within or outside the college? The role might be expanded, too, to include the planning of short seminars, video-taped sequences, or home discussions in which particular sociological topics are investigated in depth. These suggestions are developed in the following paragraphs as examples of the kind of thinking we need if we are to make the role of the community college sociologist more attractive, and do more than ask the community college sociologist to be a saint within a structure that rewards him as a technician.

The network of community college sociologists, in cooperation with other sociologists might take steps to:

(1) Increase the number of courses which are taken as sociological sequences in which credit is offered for an initial period of work in class, followed by field work at work or in the family, ending with a term spent analyzing one's experience using sociological concepts developed in the course.

This approach would offer benefits to faculty and students who might opt for an in-depth study of sociology that could extend over several years. The activities of the sociology instructor would be balanced between terms in which full time teaching occurred in the college, followed by a term of full time teaching outside the college in work or family groups.

(2) Specialize in instruction for particular client groups.

One such group is blue collar workers, who apparently have not been given much special attention by community colleges. Sociologists might specialize in the teaching of sociology to blue collar workers and their wives. One function of these courses could be to expand worker understanding of society and encourage action to improve their position in society (through courses specializing in discussions of the liberal arts for workers who have not completed high school, building on Oscar Pascal's successful evening school for workers at Wayne State University). The need for such

programs is documented by Hy Kornbluh in an M. A. thesis at Berkeley entitled "The Blue Collar Family, The Community College, and Labor Education."

(3) Develop new forms of education: "Great Books Courses in Sociology," A series of evening discussions in people's homes, or short videotaped forums.

Community college sociologists might organize formal and informal meetings of citizens who were interested in a particular sociological topic. They might commission a paperback series of "Great Books" or classics, and prepare discussion guides of these classics. Much more might be done in developing credit courses that are given in people's homes. Short forums, focussing on videotaped discussions of salient issues, could be developed.

These activities would be designed to capitalize on the developing interests of students so that the outcome of enrolling in a single sociology course would not simply be taking that course. Former students would be encouraged to organize sociological seminars, to read sociological journals for the layman, and to enroll in short courses and seminars.

Proposal 2: Establish Graduate Sociology Programs for New Faculty and Research Staff

We sociologists outside the community college can encourage community college sociologists to organize their own network. But the decision is theirs. We can act independently, however, to develop liaisons with experimental community colleges to supply new faculty who will support continued innovation and train future research workers for community colleges and community college systems.

Programs for new faculty. There is probably a market for from 50-75 M. A. graduates in sociology in experimental community colleges each year in the United States, perhaps 35 in Canada. A few graduate programs exist in sociology with specializations in community college education. By the time we meet, I will have written to these departments asking for information on their programs.

If existing programs do not meet the need of experimental colleges for new faculty, there are two logical sources for new programs. The first is existing graduate programs where a senior staff member has a serious interest in undergraduate education and is experimenting with new models of teaching and following up with evaluative research. Students who enrol at Purdue and work with Reece McGee, those who attend the Illinois Institute of Technology and work with Daisy Tagliacozzo, or those who enrol at Windsor and work with Jack Ferguson, get first hand experience teaching with a professor who has an experimental approach to undergraduate education. But the fit between student motive, competence, student background, sociological education, and placement in a community college needs to be improved if the graduate programs in sociology are to relate more effectively to the personnel needs of community colleges.

A second approach is to develop graduate programs in new institutions which are developing a new approach to education or sociology and recruit a substantial proportion of their students from community colleges. These institutions were developed by the government to demonstrate the viability of new patterns of education. Thus they should have an interest in extending their models to community colleges. Four institutions fit this description: Sangamon State University in Springfield, Illinois, Evergreen State College in Olympia, Washington, the University of Wisconsin in Green Bay, and Bakersfield State College in Bakersfield, California. My colleague, Bob Blumstock, of McMaster University, may know of comparable institutions in Canada. A fifth institution, Governor's State University, will open shortly in Chicago. It will be primarily devoted to the education of community college transfer students to prepare them for careers in newly emerging occupations and occupational roles.

Faculty from these institutions might meet with community college representatives in their area after this seminar to discuss futura faculty needs and possibilities for reciprocal programs. Community colleges might plan to reserve part of a position or a full position for a university intern who would be tested for possible employment after obtaining the M. A. in sociology. Sociology departments might ask their institutions to appoint a clinical professor, perhaps with joint status in sociology and education, who would combine teaching activities in a community college with supervision of interns in community colleges and teaching in the university.

I hope that this proposal will be seriously considered by institutions that are launching major experiments in education. A basic problem of any innovating institution is to secure acceptance of its new practices, without being defined as a deviant. What better way than to examine reciprocities

between innovating universities, surrounding liberal arts colleges, experimental undergraduate programs and community colleges to establish a system that would selectively attract students for graduate education in the cooperating university, with provisions later for work in collaborating institutions? If there is interest in this proposal, I would be glad to present it for tentative review by the Carnegie Corporation. Its support of the Doctor of Arts programs suggests an interest in institutionalizing activities that will reform teacher education in the university.

Train future research workers. If sociology departments think of their graduate programs as the first step in a research and development program with cooperating community colleges, links can be made with faculty in community colleges to encourage research. This concept of developing research among former students, who now work as teachers, was put into practice some time ago at the University of Wisconsin. The model could be tested with community colleges. It could lead to greater utilization of research by community colleges and the career development of community college sociologists who become research-oriented Deans of Instruction (with a focus on educational innovation), or full time institutional research workers.

Proposal 3: A Section on Teaching in the Profession

Need. There is just as great a need for a Section on Teaching in the profession as a whole as there is need for a network of community college sociologists. All of us want to teach effectively. But with work overloads, tightening budgets, improving teaching will be more and more a frill unless there is an organizational structure that digs out the selfish and unconscious needs that some of us have for activity, recognition, and competence that can be satisfied through voluntary participation in a Section on Teaching. It's a full time job to find individuals who have the competence and motivation to do this. (For further definitions of need and suggestions of activities to keep faculty alive in sociology, see Booth, 1971 and 1968). Let us consider the activities and funding of such a Section.

Activities: Information diffusion, research, and resource development.

The most obvious need in the profession is a system that reduces the extent to which we ignore knowledge in our daily teaching and in the organization of the sociological curriculum. A Section on Teaching would be in a position to organize informal seminars that would bring together faculty who are, or will soon, teach the same course. As new models develop for improving learning in sociology, these could be shared, criticized and revised. The essence of these discussions could be captured and shared later in a series of monographs. Basic questions about student learning, grading, faculty evaluation, could be discussed and partially resolved.

Research. The Section would increase the likelihood that sociologists would initiate research programs on teaching and learning and provide a forum where these investigations could be reviewed. Today, we have a weak system of sharing models, or of pooling studies that are available so that available

research data is fully analyzed. We need research that examines the influences of departments on the productive potential of sociologists (Booth, 1971).

Resource development. The Section could be helpful in maximizing our take in institutions in which we work. We may have unused sources of revenues which can be tapped by intelligent presentations of the need for quality in sociological education, combined with suggestions for obtaining new funds (perhaps through student fees to support a few permanent assistants to give direction and vitality to large undergraduate classes). The Section might even hold institutes for new deans, presidents, and state commissioners of education to help them understand changes in the behavioral sciences as these affect funding requirements in sociology. Certainly, the Section would seek public and private grants to fund seminars, and monographs for sociologists outside community colleges as well as for those in community colleges.

An equally important function would be to encourage political agencies to allocate funds for key educational functions that affect sociological education. If Nixon moves ahead with his proposal to establish an Institute to fund basic experiments to improve undergraduate education in America, the Section should be ready with proposals. If undergraduate education is to be improved, we need slack for interstitial arrangements that permits action by clinical professors to link graduate sociology departments, experimental high schools, community colleges, and undergraduate departments to educate new teachers. If we could fund a clinical professorship in a major graduate department in sociology in New York, Illinois, Michigan, California, Washington, and Oregon, who would act to develop and diffuse new patterns of education and encourage students to prepare for careers in undergraduate education, we could make a fundamental improvement in undergraduate education

in America. A self-supporting Section on Teaching would be able to lobby for this type of funding.

Regional associations such as WICHE, and state boards of education, could establish programs, too, to improve undergraduate education in sociology. A 13-state program sponsored by WICHE to improve social science education in sparsely settled areas of the west could be developed and funded if there was some organization to provide the stimulus to develop the grant proposal. State commissions of education might consider investing small amounts to coordinate and develop activity to improve social science education. A Section on Teaching could enlist the assistance of local sociologists to press for such legislation.

CONCLUSION

Let me recapitulate the major themes of this paper:

(1) Community college sociologists are unnecessarily isolated from the profession. The quality of sociological education in community colleges will be improved and the careers of community college sociologists will be enriched if we create a network of community college sociologists. Interest in the network can be tested in the next few months. If there is action to support the network by community college sociologists, funds could be raised to provide intensive summer workshops that generate the expertise and colleagueship to establish a community of innovators. The network should, by 1975, have developed an active person-person continuing education program, plus a series of monographs and media to individualize faculty learning.

(2) Although we may help start this network, its development is mainly up to community college sociologists. We can, however, strengthen the experimental sector of the community college movement by working with it to prepare teachers,

Deans of Instruction, and institutional research workers. Over time, research and development programs can be developed between graduate sociology departments and collaborating faculty and institutional research workers in community colleges.

(3) To develop academic and political support for improvement in social science education, we need a Section on Teaching in the profession. This Section could initiate independent activity to improve sociological education through better channels of communication, by initiating research, and by organizing to obtain new resources.

I welcome your critical assessments of these proposals and your help in developing guidelines which the Committee on Undergraduate Teaching can use to propose action that will improve undergraduate education in sociology.

FOOTNOTES

[1]I am indebted to community college sociologists and colleagues at the University of Windsor for suggestions to improve this paper. Discussions with the following were particularly helpful, though they have not seen this paper: Dr. Kevin Bunnell of the Western Interstate Commission for Higher Education, Dr. William Shannon, of the American Association of Junior Colleges, Dr. Dale Tillery, of the Programs in Community College Education at the University of California at Berkeley, and Dr. Richard Wilson, of the American Association of Junior Colleges.

[2]The Ontario System of Community Colleges may permit us to test the validity of the assumption made in the United States that a single community college can give equal status and resources to students moving into occupational and transfer programs. As I understand the Ontario System of Community Colleges, it makes no pretense of offering a functional alternative to the first two years in the university. For a critique of the U. S. assumption see Ferry, 1965.

[3]A good example is the St. Louis College District where four per cent of the instructional budget has been invested annually to support faculty experimentation and research to improve instruction.

[4]The Center for the Advanced Study of Educational Administration reports that junior college faculty act consistent with community college ideology when faculty salary incentives reward such behavior, but not otherwise.

[5]Leadership Training Programs for community college administrators were started at the University of California at Berkeley and Los Angeles, at the University of Colorado, the University of Texas, and in the Detroit area at the University of Michigan, Michigan State University, and Wayne State University.

BIBLIOGRAPHY

Bates, Alan and Reid, Sus Titus. Undergraduate sociology programs in accredited colleges and universities. American Sociologist, 6, 165-175.

Booth, David. A proposal to develop and maintain incentives for learning among sociology faculty and students. Paper presented at the 1971 Annual Meeting of the Canadian Association of Sociologists and Anthropologists.

Booth, David. Educational development: Practice and potential in the sociology curriculum. American Sociologist, 3, 19-20.

Booth, David. Reciprocities between innovative community colleges and the teaching and research sociologist: A plan to capitalize on common interests and values. Paper given at the 1970 Meeting of the American Sociological Association.

Cohen, Arthur. Dateline '79: Heretical Concepts for the Community College. Glencoe, 1969.

Ferry, W. H. Memorandum to participants at a conference on technical training in junior colleges. Published by the Center for the Study of Democratic Institutions, Box 4068, Santa Barbara, California, June, 1965.

Jencks, Christopher and Riesman, David. The Academic Revolution. Doubleday, 1968, pp. 481-492.

Medsker, Leland. The Junior College: Progress and Prospect. McGraw Hill, 1960.

Moore, William. Against the Odds. Jossey-Bass, San Francisco, 1970.

Richards, James M., Jr., Rand, Lorraine M., and Rand, Leonard P. American College Testing Research Reports, No. 5, July, 1965. A Description of Junior Colleges. P. O. Box 168, Iowa City, Iowa, 52240.

Tagliacozzo, Daisy and Ima, Kenji. Social studies teachers: Factors in search for graduate education in sociology. Paper available from Dr. Tagliacozzo, on request, from the Illinois Institute of Technology.